



Republic of the Philippines

**Department of Education**

REGION XIII - CARAGA

SCHOOLS DIVISION OFFICE OF SURIGAO CITY



September 29, 2020

**DIVISION MEMORANDUM**

No. 12, s. 2020

**TO: Assistant Schools Division Superintendent  
Chiefs, SGOD and CID  
Education Program Supervisors  
Public Schools District Supervisors  
Elementary and Secondary School Principals/School Heads  
This Division**

**DISSEMINATION OF REGIONAL MEMO NO. 395, SERIES 2020 RE:  
GUIDELINES ON ORGANIZATION AND IMPLEMENTATION OF CLASSES FOR  
SCHOOL YEAR 2020-2021**

1. Attached herewith is the Regional Memorandum No. 395, series 2020 entitled Guidelines on Organization and Implementation of Classes for School Year 2020-2021.
2. Immediate and wide dissemination of this Division Memorandum to all concerned is highly desired.

*Karen L. Galanida*  
**KAREN L. GALANIDA, PhD, CESO V**  
Schools Division Superintendent

Reference: Regional Memo No. 395, s. 2020

To be indicated in the PERPETUAL INDEX under the following subjects:

**DISTANC LEARNING DELIVERY MODALITY ORGANIZATION OF CLASSES**

KLG/cpt2020

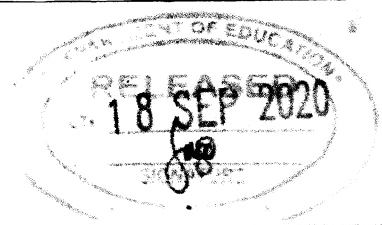


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Republic of the Philippines  
**Department of Education**  
CARAGA REGION



September 18, 2020

REGIONAL MEMORANDUM

No. 395, s. 2020

To: SCHOOLS DIVISION SUPERINTENDENTS  
This Region

GUIDELINES ON ORGANIZATION AND IMPLEMENTATION OF CLASSES  
FOR SCHOOL YEAR 2020-2021

1. Given the new context for learning and the unique procedures in every modality, DepEd Caraga provides guidance to Schools Division Offices (SDOs) on the organization of classes and reiterates DM-CI-2020-00162 entitled "Suggested Strategies in Implementing Distance Learning Delivery Modalities (DLDM)" and DM-PHRODFO-2020-00157 entitled "Advance Information on the Allocation and Deployment of New Teaching Positions for Kindergarten to Grade12" for SY 2020-2021.

**Organization of Classes**

2. Regardless of Risk Severity Classification (ECQ, MECQ, GCQ or MGCQ) of the locality for Distance Learning Delivery Modality (DLDM) and DLDM sub-categories, the following shall be observed:

Grade Level	Teacher-Learner Ratio
Kindergarten	<1: 25 to 30
Grades 1 to 3	<1: 30 to 35
Grades 4 to 6	<1: 40 to 45
Grades 7 to 10	<1: 40 to 45
Grades 11 to 12	<1: 40

3. For Multigrade classes, 1 teacher per class (maximum of 25 learners) consisting of 2 consecutive grade levels (Grades 1&2, Grades 3&4 and Grades 5&6) or 3 teachers for every MG schools. Kindergarten shall be maintained as monograde classes whenever possible.

4. Under the circumstances of relative increase in enrollment due to transferees from the private schools and the **strict observance of reduced class sizes**, there shall be no implementing, relieving or floating teachers. Other than the assigned teaching loads, **all teachers shall act as class advisers** and are expected to perform the usual duties and obligations when assigned to advise a number of learners in the entire school year.



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5. As stipulated in Regional Memorandum No. 497, s. 2018, "Reiteration of the Policy on Deployment and Assignment of Public School Teachers", all teachers assigned to non-teaching jobs should return to actual classroom teaching and should be considered class advisers as well.

6. ALS Mobile teachers and DALCs shall continue to organize classes and perform duties and functions stipulated in existing DepEd Issuances.

7. In accordance with DepEd Memorandum No. 291, s. 2008 and DepEd Order No. 16, s. 2009; teachers shall still render 6-hours teaching and spend the remaining 2-hours per day in teaching-related activities and duties. However, in the new context, the following shall be observed:

- Actual teaching shall be applicable to all learning delivery modalities and shall be inclusive of the allowable screen time and break time for online and blended and the availability of teachers to attend to the needs of learners while virtual and modular classes are going on.
- The remaining two (2) hours of work to complete the eight-hour workday shall be spent on appropriate instructional or teaching-related activities and duties such as but not limited to: preparation of assessment and evaluation tools, preparation and checking of exercises and outputs, recording of academic performance results and accomplishments, counseling, mentoring and coaching of students including home visits if extremely necessary and subject to the approval of the school head, and consultations and conferences with parents.
- In case a teacher is assigned to purely modular distance learning delivery modality, the entire eight-hour workday shall still be spent within the school premises or at home, as reflected on the Approved Work Arrangement (AWA), on appropriate instructional and teaching-related activities and duties including new tasks, within or outside the school, that may be assigned to respond or address circumstances related to the new teaching modalities.

8. The time allotment or class schedule shall be based on a reasonable time frame for completion of the Weekly Home Learning Plan, which also includes scheduled viewing or listening to TV/RBI lessons when applicable. However, learners should be given the flexibility to manage their own learning without sacrificing time-bound attainment, two (2) months equivalent to one (1) quarter for all learning areas, of learning competencies since the completion of learning tasks are done primarily at home.

#### **Distance Learning Delivery Modality (DLDM) Considerations**

9. The Weekly Home Learning Plan shall be prepared by teachers implementing Distance and Blended Learning. It shall aid teachers and parents in keeping track of the day-to-day off-school general learning processes as they implement the most

suitable and feasible alternative learning modality based on the context of their school. It creates awareness among learners that they are responsible for what they learn. Details of Work Home Learning Plan are reflected on pages 14-16, while its sample is on pages 17-25 of DM-CI-2020-00162.

10. For online distance learning, schools shall adopt a combination of synchronous and asynchronous online teaching in consideration of the Screen Time Guidelines by Age as recommended by the American Academy of Pediatrics (AAP) and World Health Organization (WHO) which is as follows:

<b>Grade Level</b>	<b>Screen Time</b>
Kindergarten	Maximum of 1 hour daily
Grades 1 to 5	Maximum of 1.5 hours daily
Grades 6 to 8	Maximum of 2 hours daily
Grades 9 to 12	Maximum of 4 hours daily (2 hours in morning and another 2 hours in the afternoon)

11. In terms of break time from the screen, the American Optometric Association recommends the 20/20/20 rule, where one needs to look away from the screen every 20 minutes to focus on an object at least 20 feet away for at least 20 seconds. It is also recommended that children should walk away from the screen for at least 10 minutes every hour.

12. Teachers may give assignments and other additional learning tasks. However, these should never be done simultaneously in all learning areas, and the submission of outputs should never be set on a single, specific deadline.

13. In order to track learners who are not showing progress in meeting the required learning competencies and who lag behind as shown by the results of their formative and summative assessments, teachers are advised to prepare the Individual Monitoring Plan and communicate with their parents regularly through home visitation, duly approved by the school head and compliant to the standard health protocols, to discuss the intervention strategies and what they can do to strengthen their involvement in their child's learning. Alternatively, teachers may communicate with parents through emails, phone call, social media private messages, SMS, or any other modes of communication available. Although, the Individual Learning Monitoring Plan is intended for the learners with slow progress, this may be done for all learners to monitor their progress and shall also be used to provide feedback to the learners of their academic performance. Details of Individual Monitoring Plan are reflected on pages 15-16, while its template is on page 26 of DM-CI-2020-00162.

14. Immediate and wide dissemination of this Memorandum to all concerned is highly desired.

  
**FRANCIS CESAR E. BRINGAS, CESO V**  
Regional Director

Encls.: NONE

References: DM-CI-2020-00162 and DM-PHRODFO-2020-00157

To be indicated in the Perpetual Index  
under the following subjects:

**DISTANCE LEARNING DELIVERY MODALITY**

**ORGANIZATION OF CLASSES**

CLM/imb  
09/18/2020



Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
 Caraga Administrative Region  
 Division Office - Butuan

Dep



**Regional Memorandum**

No. 407 s. 2018

September 3, 2018

**REFERRATION OF THE POLICY ON DEPLOYMENT AND ASSIGNMENT OF  
 PUBLIC SCHOOL TEACHERS**

- TO: All Schools Division Superintendents  
 Assistant Schools Division Superintendents  
 Chief of the Policy Planning and Research Division, this Regional Office  
 All Public Elementary School Heads  
 All Public Secondary School Heads  
 All Others Concerned

1. In order to address the increasing enrolment in all public elementary and secondary schools within this Region, DECS Order No. 39 s. 1990 entitled "Deployment and Assignment of Public School Teachers as Amended by DECS Order No. 50 s. 1994 is hereby reiterated.
2. Sub-paragraph 1 of paragraph 7 of Deploy. Order No. 39 s. 1990 is quoted as follows:  
 "Other non-academic teachers shall now be involved in actual teaching as follows:  
 1. All teachers (on detail) in non-DECS and DECS offices shall be recalled and given corresponding teaching loads."
3. The Policy Planning and Research Division (PPRD) of this Regional Office shall monitor the implementation of this policy.
4. Immediate dissemination of this Regional Memorandum is enjoined.

FRANCIS CESAR B. BRINGAS, CESOV  
 OIC-Regional Director

Reference: DECS Order No. 39 s. 1990  
 To be indicated in the Perpetual Index under  
 the following subjects:

ASSIGNMENT

DEPLOYMENT